

The background is a vibrant, abstract composition of thick, textured paint strokes in shades of blue, green, red, and yellow. There are numerous small, circular paint splatters and larger, elongated drips scattered across the surface, creating a dynamic and energetic visual field.

ART For Everyone

Teaching Guide

Kindergarten 1, 5 years old

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Introduction

Art is a way of expressing oneself through mediums of materials, movements, music, and more. In this guide, we will be exploring the different ways in which children can express their feelings, interests and identity through the different forms of art. We will explore the main aspects of visual arts and the various performing arts.

In Singapore, art education is de-emphasised throughout the levels of education. The aesthetic expression is often seen as non-essential and unimportant as compared to the other subjects learnt in school (Epoch Newsroom, 2018). In Singapore preschools, the Aesthetics and Creative Expression learning area is dedicated to the arts (Nurturing Early Learners, 2013). Children are encouraged to express themselves while being imaginative and creative. However, it is often viewed as another fun activity without delving into the processes that are involved in creative expression.

This teaching guide contains literary resources, lesson design ideas and activity sheets which will support children's learning in art. Thus, we aim to aid educators in using 'art' as an expression in young children.

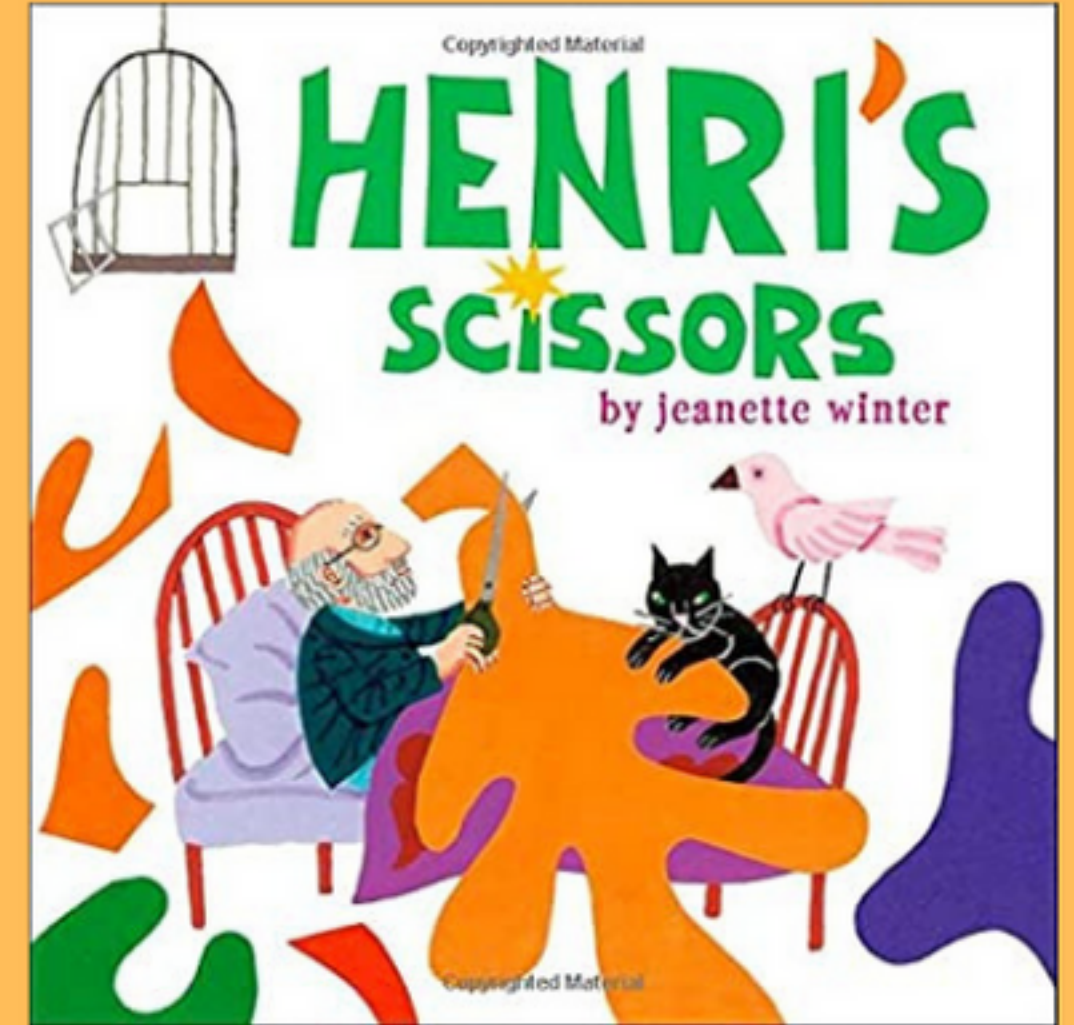


Visual arts



JOCY

'Henri's Scissors' is written and illustrated by Jeanette Winter



Synopsis:

The book is a biography of Henri Matisse. It follows Henri's life and how art was present from his childhood till his death.

Why?

“How we express ourselves” can be done through visual arts. Henri Matisse expressed his ideas and interests through his art.



Language features

Simple sentences with simple vocabulary are used to encourage independent reading. There is use of repetitive phrase “so ill that...” to show emphasis. The author also personifies Henri Matisse’s artworks. “The rainbow of shapes cradled the old artist” uses the human action of cradling to characterize the shapes. The author also includes Henri Matisse's quotes which provide authentic insight into his thoughts and feelings.

Learning Dispositions

Inventiveness

The book highlights how Henri found a unique way to do art despite being ill and having difficulty doing it as usual.

Perseverance

Henri Matisse never gave up on art even when his body was failing him. This demonstrates Perseverance.



Aesthetic and Creative Expression

Learning goal 2: Express ideas and feelings through art

Children can learn about how Henri Matisse used art to express his imagination.

Motor Skills Development

Learning Goal 3: Demonstrate control and coordination in fine motor tasks

The book includes his method of cutting shapes which is a fine motor skill that the children are also learning about.

"Shaping our creations"



Objectives:

Children will be able to cut out different shapes and glue them together to create an art collage

Learning areas:

Aesthetic and Creative Expression

Learning Disposition:

Inventiveness

(LG2)

Materials:

- Scissors
- Coloured Paper
- Plain Paper
- Glue Stick
- Pencils
- iPad, Friendly Shapes Story app (refer to F1 on page 37)

Instructions:

- ‘Friendly Shapes Story’ will be used to show examples of finding shapes in everyday objects.
- A theme will be provided in relation to their interest. For example, ‘Your favourite animal’.
- The children will cut out shapes from the coloured papers and will glue together the shapes to create their collage

"Friendly line cutting"



Objectives:

Children will be able to draw and cut out different shapes and lines

Learning areas:

Motor Skills Development

Learning Disposition:

Perseverance
(LG3)

Materials:

- Activity sheet
- Scissors
- Plain paper
- Pencils
- iPad, Youtube (refer to F2 on page 37)

Instructions:

- The children will practice cutting using the activity sheet (refer to the appendix on page 32)
- Upon completion of the activity sheet, children can watch the video on the iPad about different lines
- They will create lines on a white A4 paper, they can exchange the papers with their friends for them to cut

"All jobs are important"



Instructions:

- The children will be split into small groups.
- With the strips of paper in the small pouch, each group will randomly draw a piece of paper from the pouch.
- The children will create a poster about the occupation and why it is important.
- After creating the poster, they will share it with the class.

Suggested questions:

- (During the reading): Why do you think Henri became a lawyer?
- (After the reading): Do you think it was good that Henri became an artist in the end? Why?

(Critical Literacy)

Message:

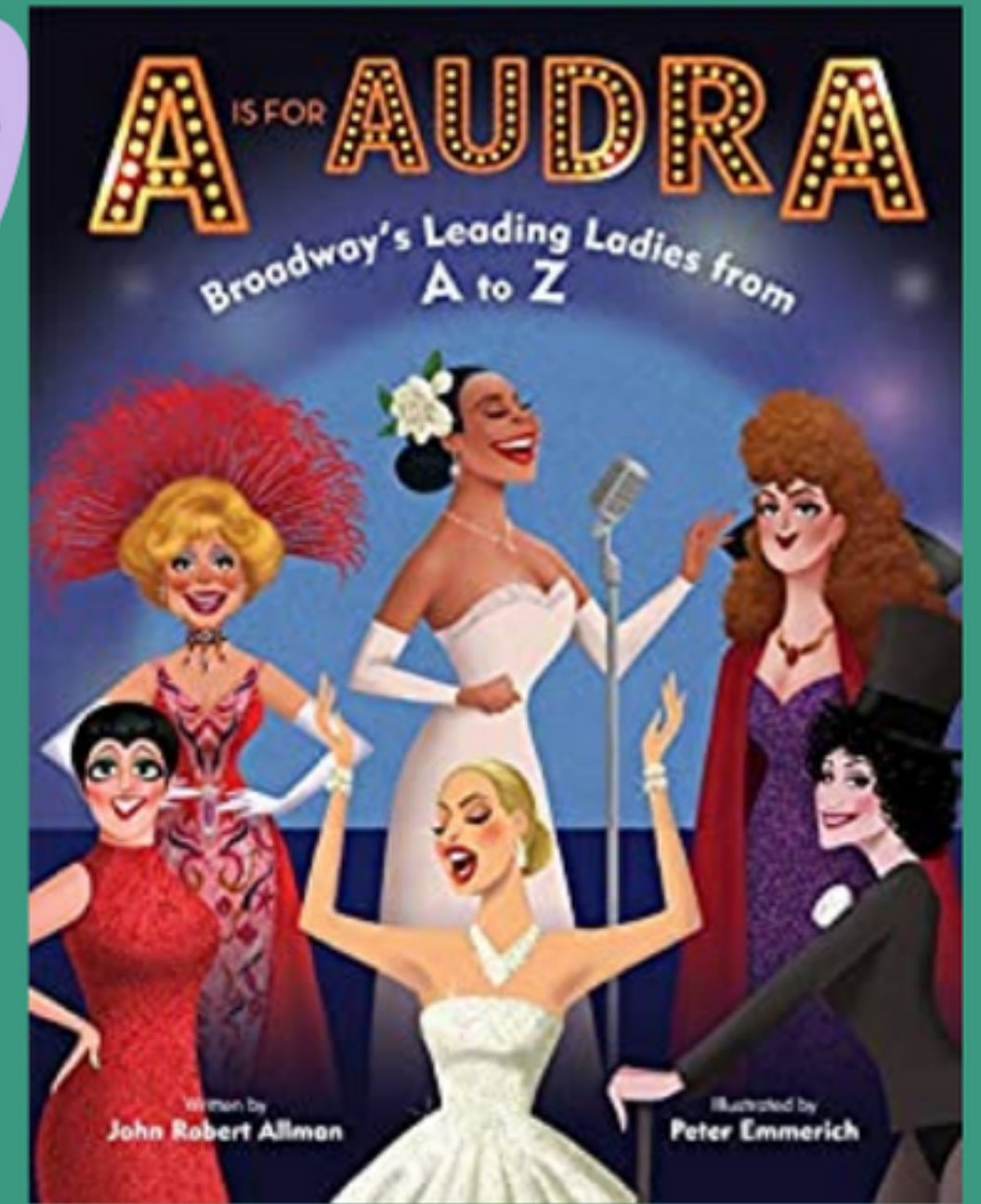
The outdated mindset of “good” and “bad” careers which is demonstrated when Henri initially studied to be a lawyer even though he loved art.

Materials:

- Colour pencils
- A3 Blank Paper
- Pencils
- iPad, Youtube (refer to F3 on page 37)
- A small pouch
- Strips of paper with different occupations

Theatre Art

Gi Gi



'A is for Audra' is written by John Robert Allman and illustrated by Peter Emmerich

Synopsis:

This book introduces the alphabets in with digital illustrations of ladies who made it to the Broadway industry. This biography book presents people in all shape and sizes and colour with their unique theatre talent in the Broadway culture.

Why?

Using theatre art as an expression, personalities and messages can be conveyed through movements, expressions and voices, to the audience. Therefore, inspiring readers to find their most authentic way of expressing themselves.



Language features

Most of the ladies were addressed using formalities, "Mrs" or "Ms". Each description is to highlight their talent or their most renowned role. Alliteration in "A is for Audra, who awes and amazes." and similes in "As bright as a bell". Multiple rhyming words ("Soprano and Piano") are used to introduce vocabulary. Every first letter is also capitalised for a noun.

Learning Dispostions

Inventiveness

With theatre art being introduced, children will be inspired to explore possibilities and discover their abilities of how they could express themselves.

Reflectiveness

As this book describes every lady uniquely, children will be able to learn from their prior experience and gain self-awareness to form positive self-concept.



Aesthetic and Creative Expression

LG2: Express ideas and feelings through music and movement

With theatre art used as a medium to express ourselves, children will be able to gain awareness and explore an aspect of theatre art - Body movement to express their ideas and feelings.

Social and Emotional Learning

LG1: Develop an awareness of personal identity

With ladies of all sizes, colour and talent introduced, children will be able to proudly recognise their differences among their peers is what makes them unique.

"All about Movement!"



Objectives:

Children will be able to express their ideas and feelings through body movement and move around confidently.

Learning areas:

Aesthetic and Creative Expression

LD:

Inventiveness

LG2:

Express ideas and feeling through movement

Materials:

- I.T resource, (Refer to F1 on page 39)
- 1 recycled box
- List of movement
- List of ideas themes
(List of music, movements and idea themes are suggestions and can be found in appendix on page 38)

Instructions:

- Paste the movements based on chosen theme onto the box
- Introduce I.T resource given to children, to encourage them to step out of their comfort zone
- Have a child to throw the box to determine the movement
- Based on the chosen movement, encourage children to move to their feelings and thoughts on it
- Box can be thrown multiple times to explore more movements

"I am who I am"



Objectives:

Children will be able to identify their strength by creating a self portrait and share it with the class along with their talents, likes or dislikes.

Learning areas:

Social Emotional Learning

LD:

Reflectiveness

LG1:

Develop an awareness of personal identity

Materials:

- I.T resource, (Refer to F2 on page 39)
- Thick A3/A4 papers
- Colouring and writing materials
- Recycled materials (buttons, newspapers etc)
- Glue
- Aprons

Instructions:

- Introduce I.T resources to children, to help them gain a better understanding of their strengths
- Children will draw a self portrait on paper and decorate it with materials that best resembles them
- After completing, children will share their portrait, talents and likes or dislikes with the class

"Everyone is beautiful in their own size and colour"



Instructions:

- Introduce video to children (refer to the I.T resources, F3).
- Allow children to share insights about the girl in the video
- Give each child a mirror and ask questions listed below.
- Children to choose a coloured paper and write 2 impressions they want people to know them for
- Assist children with phrasing of words (if any)

Suggested questions:

- Should what you're good at be based on the way you look? Why or why not?
- While looking yourself in the mirror, do you like yourself? Why or why not?

(Critical Literacy)

Message:

The concept of 'thinness' and skin colour that the media is portraying as the "ideal" body type does not define a person's talent and personality.

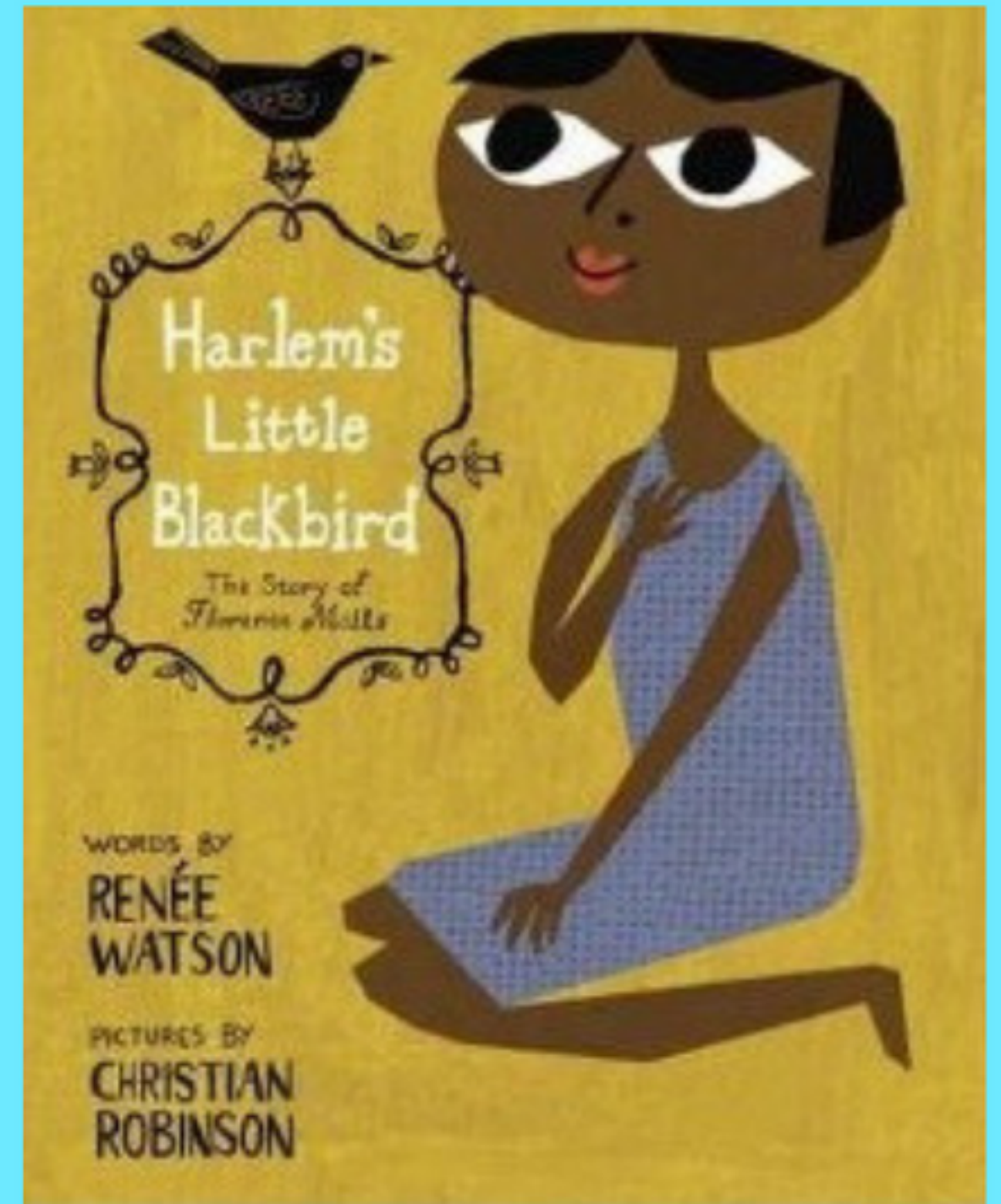
Materials:

- Different coloured A4 papers
- I.T resources (Refer to F3 on page 39)
- Face mirrors
- Writing materials

Performing arts Music

MASYKURAH

Harlem's Little Blackbird:
The story of Florence Mills is
written by Rene Watson and
Illustrator Christian Robinson



Synopsis:

Harlem's Little Blackbird storybook shares the life story of Florence Mills, who was known for her soothing and beautiful voice. Her individuality has touched the hearts of many who saw her in real life. Through singing, she advocates racial justice through her voice.

Why?

This book has shown that one can use his or her passion for arts to help the world to be better. It also shows the power of expression an individual can have through performing arts (music).



Language features

Similes are used to give children a sense of action. An example, 'her feet were like wings fluttering in the air'.

Phrases like teeny-tiny or itsy-bitsy were used to describe the house the main character lived in or how small she felt to achieve her dreams.

The words like slavery and negroes, convey the existence of the racial inequality.

Learning Dispositions

Appreciation

The book I have chosen, explores the adventure of Florence Mills who achieved success in her singing profession to spread the awareness of diversity and race.

Reflectiveness

As the book touches on the theme of racial injustice, talking about the pictures in the book to the children will help them make sense of the story.



Language and literacy

LG3: Read with understanding and enjoyment

Show understanding of the story by responding to questions and talking about the characters and events.

Aesthetic and Creative Expression

LG1: Enjoy art and music and movement activities

Children will be engaged with short, familiar and simple music and movement activity.

"Feeling emotions"



Objectives:

Children will be able:

- To identify the emotion they may experience, with words.
- To show specific facial expression that is related to a specific emotion.

Learning areas:

Language and literacy

LD:

Reflectiveness

LG3:

Read with understanding and enjoyment

Materials:

- Pictures of People's expressions
- Small mirrors

Instructions:

(May use the song titled 'If you're happy' as a guide under IT Resource on page 40)

- 1) Show different pictures of different emotions. The children are encouraged to express their feelings and thoughts to the pictures.
- 2) Use a mirror to show what our face can look like when feeling happy, sad, angry, scared. To provide opportunities for children to try.
- 3) Singing a familiar song in different tones/voices to show different feelings.

"What is that sound?"



Objectives:

Children will be able to identify and demonstrate the element of loud and soft.

Learning areas:

Aesthetic and creative expression

LD:

Appreciation

LG1:

Enjoy art and music and movement activities

Materials:

- Music instrument: triangle
- A clean and prepared trash can with a cover, to be used as a monster

Instructions:

1) Children will be encouraged to stomp their feet, right and left, consecutively, to create a storm effect, to encounter the stormy rain.

2) Children to choose 1-2 familiar children songs from the children for this activity. There will be a trash monster who will come closer to them if they sing too softly.

(May use the video titled 'Heavy Rainfall +Thunder sounds' as a guide under IT Resource on page 40)

"Through lights and actions"



Instructions:

- 1) Hide laminated word and picture cards around the room.
- 2) Teacher to expand on the topic of theatre and music through a visual search in a selected room/classroom with a provided checklist.

(May use the song titled 'feelings' as a guide under IT Resource on page 40)

Suggested questions:

- How do you think one would feel not being able to enter the theatre?
- How can we do good to others?

(Critical Literacy)

Message:

Through music, peace, justice and positive messages can be conveyed faster than through words. An interest or a passion an individual has, can have an impact on the world for the better. Florence Mills did that and everyone else can do it too!

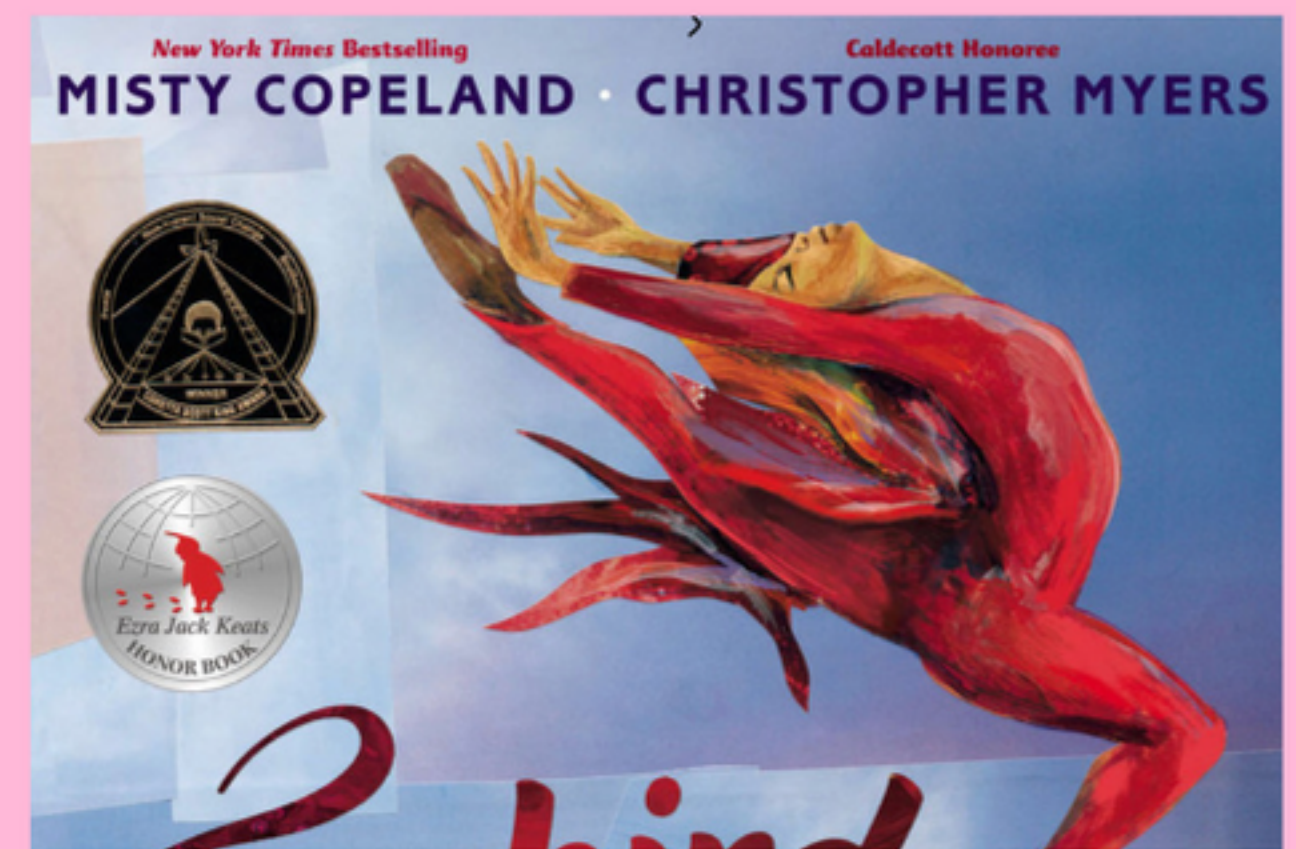
Materials:

8 laminated word cards of the items one can find in a theatre. (Example of laminated word cards: Lights, Stage etc).

Performing arts movement

Joelyn

‘Firebird’ by Misty Copeland and illustrated by Christopher Myers.



Synopsis:

‘Firebird’ is an autobiography written by an African American Ballet Theatre soloist. Using an active voice, she speaks an encouraging message to young girls, especially brown skinned, who struggle with doubts and low self esteem.

Why?

Dance is an art form expressed through movements. I have chosen a nonfiction picture book about ballet. Ballet is often referred to as the backbone of dance for its technique and fundamentals in every genre. An autobiography has the ability to inspire readers as the events, motivations of the accounts are personalised.



Language features

The author of 'Firebird' sets an encouraging and emotional tone using lyrical texts of phrases with literary devices. The author addresses the readers directly as if it is a conversation. She used nature to represent a child's dreams and ambitions. She likens ballet dance to 'birds' using verbs such as "soar" and "fly" as the title suggests.

Learning Dispositions

Reflectiveness

An autobiographical book contains emotional text of an account of one's life experiences that allows the readers to connect with the author.

Appreciation

Readers of 'Firebird' will learn to enjoy and appreciate dance as an art form through vivid descriptions and illustrations of ballet. They will learn to listen to the views of others and show respect for others,



Social and Emotional Development

LG1: Develop an awareness of personal identity

Children will be able to gain self awareness and positive self concept as they relate to the characters.

The book is written in a perspective of one's experience of self discovery. They will be able to identify likes and dislikes, emotions of others and themselves and recognise their abilities

Aesthetic and Creative expression

LG3: Create art, music and movement using experimentation and imagination.

The book's visual literacy describes and illustrates the dance movements in a poetic way that allows the reader to visualise for themselves.

"I like the move it, move it"



Objectives:

Children will be able to create Movements using their imagination in various ways to express ideas and feelings.

Learning areas:

Aesthetic and Creative Expression

LD:

Appreciation

LG3

Materials:

- List of songs (appendix PAMO2.2, Pg 42)
- List of ideas and concepts (appendix PAMO2.1, Pg 41)
- Electronic devices

Instructions:

- (Start with stretching using a video at PAMO3 F3, pg 44)
Using the list of ideas and concepts, get the children to tell a story and move based on the music.
- Discuss what the children think about when they were listening to the music and how it made them feel.
- Have the children suggest ways to move for different sections of the music.

"What is your dream?"



Objectives:

Children will be able to identify their own likes and dislikes, interests, strengths through written expression. **Learning areas:**

Social and Emotional
Development

LD:

reflectiveness
(LG1)

Materials:

- Writing materials
- Activity sheets (PAMO1 pg 33)
- Electronic devices

Instructions:

- Introduce the children to hobbies and interests (e.g crafts/sports) they can have at the moment. (show PAMO3 FT2, on pg 44)
- Introduce them to careers/occupations of different industries in the world through videos, or inviting parents or professionals in the various field to give a talk. (ITEACH-A:Authentic learning)
- Allow the children to have a discussion space to share their interests, likes or dislikes and hobbies.
- Invite the children to draw or write out their aspirations in the activity sheet.

"Put yourself in another shoe"



Instructions:

- In the preparation, make photocopies of the key places in the book that you intend to stop for discussion.
- Introduce the children to the picture book through a read aloud and give some biographical information about the author. (PAMO3 F3, on pg 44).
- Stop in the key places to engage in whole class conversation.
- Invite the children to imagine themselves in the scene of the book, ask questions about the characters.
- Allow the children to pen down the character's thoughts in the sticky

notes

Suggested questions:

- If Misty Copeland (the protagonist) were of a different race/culture, would that make any difference in the book?
- Who would want to hear this story?

(Critical Literacy)

Message:

‘Firebird’ sends a message of an issue of racism and racial stereotypes especially with a minority race. There is unfairness and injustice in terms of opportunities seen in the book

Materials:

- Post-it notes
- Printed pictures of the chosen pages
- Writing materials

Learning journey

Venue:

The Art Ground

why?

- Holistic development
- Versatile
- Well curated to cater to the needs of children



Objectives:

Children will be able to:

- Explore art in the forms of visuals, music, dance, and theatre.
- Identify their likes and interests through their personal experiences in this teaching guide.

Non-Fiction resourecses:

- The Big Read: For artistic millennials, making a living out of the arts is a craft in itself
 - Essential workers important but only 17% polled want to do the job
 - Play With Art: It's Time to Get Creative! by DK
- (Refer to appendix for links)

Pre-trip activity:

'Thematic web'

Gather the children around a white board and write their answers while they brainstorm on the topic in the given template (activity sheet E1)

Pre-trip activity

'Art-venture'

Teachers are recommended to research in depth in the areas that the children are interested in.

The purpose of this activity is to explore art in ways to gauge children's understanding of arts and materials.

Video examples



On-Site

'Picture Scavenger Hunt''

Examples of Possible Photographs

This activity can be done on site to encourage the children to explore the area. Children will be split into groups. They will be given a set of photographs of locations and an iPad. The children's goal is to find the location.



On-Site

'Mission Possible'

This activity aims to give children the opportunity to explore the different types of art. The children will be given the worksheet, tasked to complete throughout the field trip as they explore the environment. When they've completed the activity, they can put a tick on the 'I did it'

Post-trip

'Souvenir of the day'

Children will draw out their favourite experience with a few facts written down as part of the post-trip activity. Each child will present their creation (Souvenir) to the class. By the end of the day, all creations will be displayed in the class for appreciation.

Post-trip

'Display Board'

Teachers are to help the children in creating a display board as a class effort for their field trip. The display board can contain artefacts from pre-trip, photos taken during field trip and drawings from their post-trip activity.

Appendix – Activity sheets

VA 1: Friendly Line Cutting

Name: _____

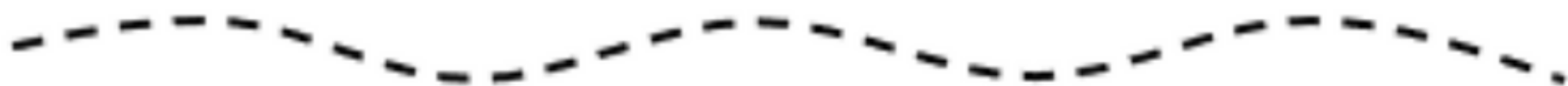
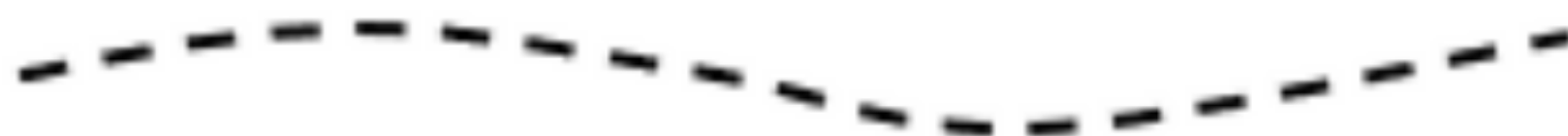
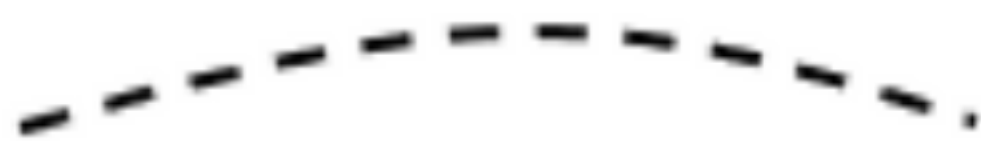
Date: _____

Cut along the dotted lines.

Level 1:



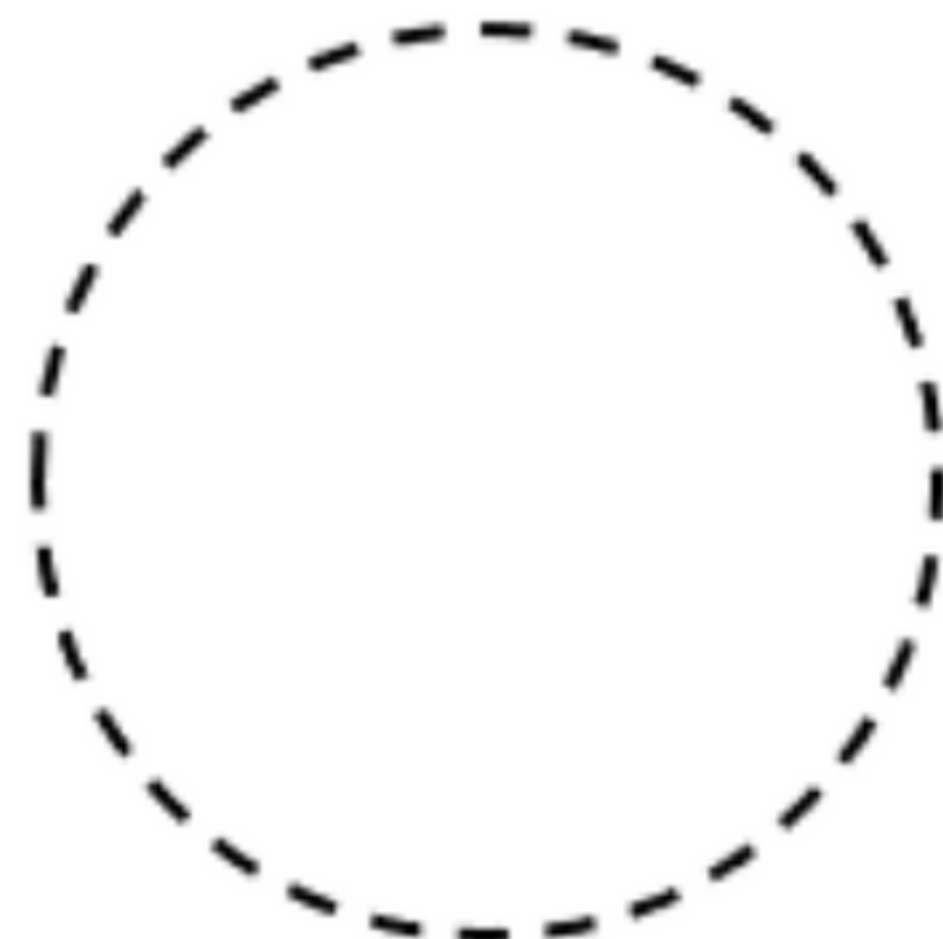
Level 2:



Level 3:



Level 4:



Appendix – Activity sheets

PAMO 1: lesson: "What are dream?"

Name : _____
Class: _____
Date: _____

What are my
dreams and
aspirations ?

**Draw or write out what you would like to do
or be when you grow up in the dream jar**



Appendix – Activity sheets

What are some things you can do to reach your dreams ?

Helping words

Practise

Ask _____

Search the internet

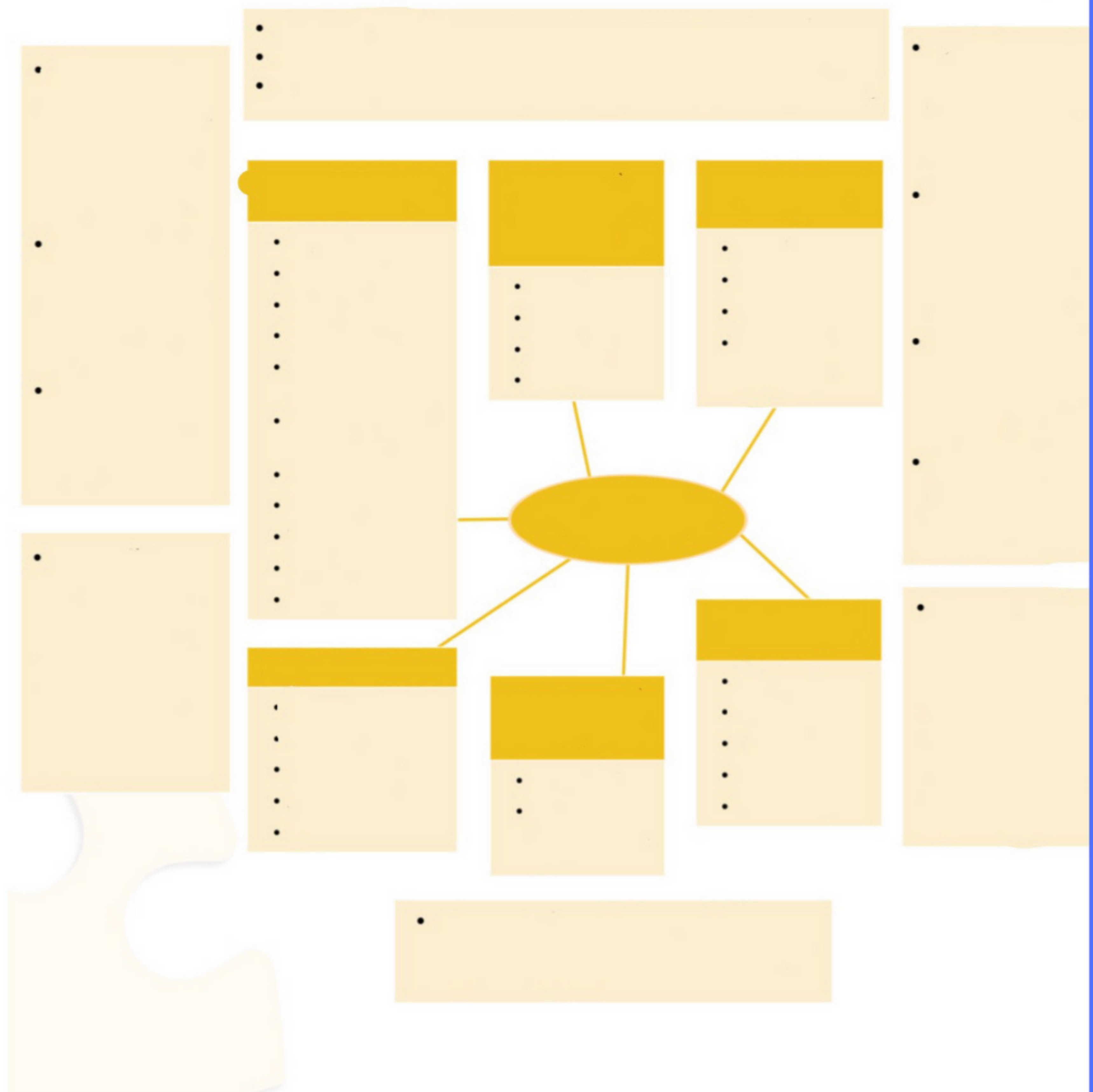


Appendix – Activity sheets

E 1.1: Field trip, Pre -trip (thematic web)

Template

Thematic Web taken from NEL



Appendix – Activity sheets

E 1.2: Field trip, On-Site (Mission Possible)

Mission Possible

K1 Field Trip to The Artground – Mission Possible

Name: _____

No.	Today I will...	I did it!
1.	Dance with a friend 	
2.	Create something beautiful 	
3.	Act out my emotions 	
4.	Have fun! 	

Appendixes – Others

VA 2

F: IT resources

1. **Friendly Shapes Story**
(available in the app store and google play store)

2. **The Lines Song | Art Songs | Scratch Garden**

<https://youtu.be/DQEVllmeWH4>

3. **Story to learn Professions- English Educational Videos (Critical Literacy)**

<https://youtu.be/EgQf7106-E0>

Appendixes – Others

PAT 1

(Appendix)

Theatre art teaching guide lesson : “All about movement !”

List of suggested idea themes

- Animals in the zoo
- Transportation
- Marine animals
- Insects

List of suggested movement

- Pandas in the zoo
- Planes soaring in the sky
- Fishes in the sea looking for food
- Spiders spinning their webs

Appendixes – Others

PAT 2

F: I.T resources

1. Sesame Street: Elmo's Got the Moves Music Video

<https://youtu.be/mtDW8hxOrYkht>

2. Know Your Character Strengths

<https://www.youtube.com/watch?v=JLUOILRbazA>

Smile & Learn Application(Free)

(Available in Apple store and Android play store)

3. The Reflection in Me (Critical Literacy)

<https://youtu.be/D9OOXCu5XMg>

Appendixes – Others

PAMU 1

F. IT resources

1. **Feelings by Hi-5**

[https://www.youtube.com/watch?
v=ShOL0oimElY](https://www.youtube.com/watch?v=ShOL0oimElY)

2. **If You're Happy by Super
Simple Songs**

[https://www.youtube.com/watch?
v=l4WNRvVjiTw](https://www.youtube.com/watch?v=l4WNRvVjiTw)

3. **Heavy Rainfall +Thunder sounds**

[https://www.youtube.com/watch?
v=eOzFDG9zAn8](https://www.youtube.com/watch?v=eOzFDG9zAn8)

Appendixes – Others

PAMO 2.1: Firebird' ,_

List of concepts and ideas

Suggested List of concepts and ideas

“ Pretend to move like you are a...”

- Heavy rain
- Light rain
- Tsunami (large waves)
- Small waves
- Angry birds
- Happy birds
- Cooking using fire
- Candle light fire
- Bubbles in the bathtub
- Bubbles in the hot soup

Phrases from the book : (using the classical ballet playlist)
then expressed through dance.

“Feet as swift as sunlight”

“Leap the space between”

“Stretching across the sunline”

“Spread an arabesque of wings”

“You will soar become a swan”

“We will wrap our hearts careful as ribbon”

“Spin across the planet”

“Spinning wishes for little ones”

Appendixes – Others

'PAMO 2.2: 'Firebird',

List of songs

List of songs

- **Rain** (A playlist of different types of rain)

https://open.spotify.com/user/spotify/playlist/37i9dQZF1DX2mFmJUZg4Mp?si=csu-zNlgSNqosodofEu_SQ



- **Oceans/Waves** (A playlist of sounds of the waves)

<https://open.spotify.com/album/0szLMw3GmyGkoN7KVS39Mk?si=orvOzuwwTLa3xbJgy7E0uw>



- **Birds** (a playlist of birds chirping in different places)

<https://open.spotify.com/album/2lu7P9SN1iEE3UxegN6c8b?si=dBXZZC2sRh2G0Xnhs>



[d8lZg](#)

- **Fire** (a playlist of different intensity of fire)

<https://open.spotify.com/album/1pPLRQ7Mqu7F0p2kDkEAsz?si=zoDi42o0RrCh7QciGillBA>



Appendixes – Others

Firebird', _

List of songs

- **Bubbles**

<https://open.spotify.com/track/1shK6ftxMNDcd5FRvQvM0G?si=vMB9IN2wRYGvYPadrgQoYw>



- **Classical ballet songs** (a playlist of a variation of song)

<https://open.spotify.com/user/blackwulf7/playlist/7nmPhWiFA8Jtu0acv9IUNX?si=RCGupuXxQe-knnja56a2xw>



Appendixes – Others

PAMO3

F. IT resources

1. **Sesame Street: Stretch With Misty Copeland and Elmo.**

<https://youtu.be/cP6Oz9Dw0v8>

2. **Misty Copeland Makes one Young Dancer dream come true. By Essence**

<https://youtu.be/bSU8mnIFZeo>

3. **Misty Copeland Breaks Ballet's glass ceiling. By Glamour.**

<https://youtu.be/J9BIBGD0XoA>

Appendixes – Others

E 2: Non-Fiction Resources

The Big Read: For artistic millennials, making a living out of the arts is a craft in itself

<https://www.channelnewsasia.com/news/singapore/arts-scene-singapore-artistic-millennials-making-a-living-11116848>

Essential workers important but only 17% polled want to do the job

https://www.straitstimes.com/singapore/manpower/essential-workers-important-but-only-17-poll-ed-want-to-do-the-job?utm_source=STSmartphone&utm_medium=share&utm_term=2020-06-15+15%3A43%3A02

Play with art by DK.

<https://www.amazon.com/Play-Art-DK/dp/1465466479>